

**TEACHING SPEAKING SKILL
USING NUMBERED HEADS TOGETHER
TO 8TH GRADE STUDENT OF SMP NEGERI 2 GATAK 2011/2012**



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by

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APPROVAL

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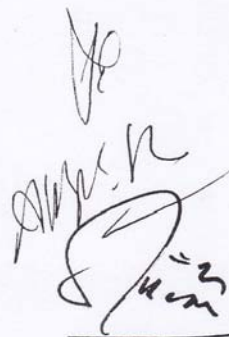
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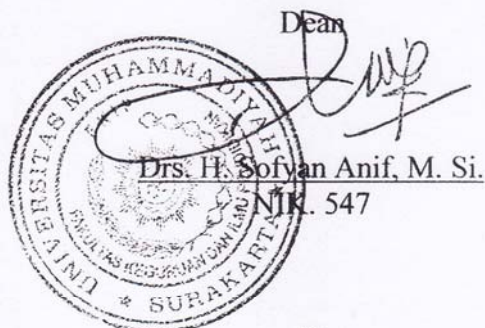
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SUMMARY

Ana Wahyu Dwi Andari, A 320 080 304. TEACHING SPEAKING SKILL USING NUMBERED HEADS TOGETHER TO 8TH GRADE STUDENT OF SMP NEGERI 2 GATAK

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This research aims at describing the process of Numbered Heads Together method in teaching English speaking skill, the problem faced by the students and the strength and weakness of the method.

The writer uses descriptive qualitative study that uses method of observation, interview, and document. The subject of this research are the students of *SMP NEGERI 2 GATAK* especially VIII F class.

The results of the research show that the process of Numbered Heads Together method in teaching English speaking skill to 8th grade student of *SMP NEGERI 2 GATAK* is different from the theory. In implementation of Numbered Heads Together by the teacher in *SMP NEGERI 2 GATAK* the student who can answer the question have a chance to choose the others to answer the next question. The students find challenging to be able to think smart, more active and creative. The problem faced by the students are students' lack of vocabulary, they are difficult to pronounce words, often shy to share their argument or ideas directly. The strength of the method, can increase students sense of responsibility, can develop the students ability, can increase the students motivation, more active and the weakness of the method, not all member can called by the teacher, the student's assessment is based on their own group, need a lot of time and sometimes class is not control. Their arguments are only in their mind even they know what they want to say. They need much time to speak up and it takes a lot time.

Key Words: teaching speaking numbered heads together.

A. INTRODUCTION

Speaking is the one of the important parts in English skills that should be mastered by students besides reading, writing and listening. The function of speaking skill are to express an idea, someone feeling, thought, and it express spontaneously by orally. Speaking is one of the language art of talk as communication interaction with someone, and it is very difficult to master it. Speaking skill is have a closely relationship with listening skill, in speaking act, the students must be listening and then speak up, because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show the students idea by orally. The goal of communicative competence is to make the students to speak up. Because speaking is very difficult

to master, so it is very important to introduce English as a second language to the students since they in kinergarden. In teaching speaking skill, teacher is giving instruction to their students in order to communication. "Speaking is not merely speaking but it is more than talking, therefore, language learners should be able to use their thought and sensitivity", (Oxford Advanced Learner's Dictionary, 2003:414 & 443). "The classroom activity that is suitable used in teaching speaking has to make students to talk to each other in pairs or groups. They should more active to stimulate discussion and information trading transaction. Such activities may include role playing, games, problem-solving, songs, and discussion", (Fauziati, 2002:127).

In *SMP Negeri 2 Gatak*, where the research was taken, the students are faced some problems in learning English speaking skill. The common problems faced by students are difficulty to pronounce words, the students consider that learning English is very difficult, they often speak their Javanese language, they easily bored and lazy to learn, they also had difficult in understanding the material given by the teacher, they have less confidence and often be shy and just keep silent during the teaching learning process, because students are not familiar with English and it is totally different from Indonesian.

In conducting this research, the writer limits the problem that is going to be discussed. This research deals with the implementation of Numbered Heads can motivated students in learning English speaking skill of the 8th grade students of *SMP NEGERI 2 GATAK*.

In this research, the data are taken from the classroom activities, classroom observations, teaching learning process and interview to the teacher.

Based on the background of the study above, research problem on this research can be formulated as follows, how is the process of teaching English using Numbered Head Together in *SMP Negeri 2 Gatak*?, What are the problems faced by the students?, what are the strength and weakness of the technique?

The general objective of the study is to make students more active in learning English speaking skill, specifically it aims to: to describe the situation when numbered heads are implemented in speaking class, to describe the problem faced by the students, to describe the strength and weakness of the technique.

There are two kinds of advantages, namely theoretical and practical benefits. The expected result of the study both theoretical and practical. theoretical benefit : the result can be used as the reference for those who want to conduct a research in Teaching English using Numbered Heads Together, the study can give a broader point of view for teacher in teaching English. Practical benefit : the study can help the students' to find the easy way of learning English, the study can

help the teacher teach better way of teaching speaking skill using Numbered Heads Together, the result can be useful for English teacher in giving addition input of teaching learning process of speaking.

In this accasion, the writer has found the other previous studies that are relevant with this research study to prove the originality of the research. The first previous research was done by *Siti Mariah (2003)* entitled *“Teaching English Vocabulary Using Coopertive Learning Method With Jigsaw To The First Year Students Of SMP Muhammadiyah 4 Petarukan Pemalang”*. This research aims to describe the implementation and students’ achievement on jigsaw in teaching vocabulary, the study was implemented in *SMP Muhammadiyah 4 Petarukan Pemalang*, espesially class IA by pre-experiment research. The writer took 38 students’ as the subject of research and the result shows that the students’ motivation improves in teaching learning process vocabulary. The students’ achievement improves that can be seen from t-test. There is significant difference of student achievement before and after the implementation. Students’ cold do post-test better that pre-test that means the teaching vocabulary using jigsaw is successful ti improve students motivation to learn vocabulary.

The second previous research is *“Improving Students' Speaking Skill By Using Jigsaw (A Classroom Action Research At The 8th Year Of SMP Negeri 2 Pracimantoro)”* written by *Dyah Wulandari (2005)*. This research aims at describing the implementation of jigsaw in improving the students’ speaking skill. The objective of this study is to describe whether jigsaw to the 8th students’ of *SMP Negeri 2 Pracimantoro* can improve the students’ speaking ability. The study was implemented in *SMP Negeri 2 Pracimantoro* especially VIII E by classroom action research, the writer took 40 students’ as the subject of this research and the result of this research shows that students’ speaking skills improves through jigsaw. The students’ accepted and joined the jigsaw implementation because they could follow the cooperative learning principles and jigsaw component well. It can be seen from the students’ achievements before and after the action, the result showed the mean score of pre-test is 23 and post-test 77,95, so the increase of the score is 44,95. It means that the implementation of jigsaw can improve students’ speaking skill.

There are some similarities of this research with the previous researches. First, this research

is about implementation of such technique or method. Second, the type of this research is descriptive qualitative research. While the differences of this research from the previous researchers are first, it focuses on the implementation Numbered Heads Together method in teaching speaking skill, while other researchers are not. Second, the object of this research is students of *SMP Negeri 2 GATAK*. Based on the previous studies above, the writer may concludes that this research is original because this research is different from the above researches.

“Teaching speaking is sometimes considered as simple process of commercial language school around the world, which hires people with no in language other than our own, is anything but simple” (Nunan, 2003:48).

Thornbury (2005:1) states that, “speaking is interactive and requires the ability to cooperate in the management is speaking terms.” It is means that the students should be mastered speaking well but most of the students often gets difficulties in learning speaking skill.

According to Kagan in (www.KaganOnline.com): Numbered Heads Together is a cooperative learning strategy, that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.

B. RESEARCH METHOD

In this research, the writer chooses descriptive qualitative approach. Qualitative approach is the research which does not use a statistic data. This research is qualitative because it does not include any calculation or statistics, it includes sentences or descriptive of the object as a result. It means that this study wants to give description of the method that used in teaching English speaking skill on junior high school and analyzed the problem faced by the English teacher in teaching English speaking skill and the students in teaching learning process.

The subject of this study are second year students of *SMP NEGERI 2 GATAK* especially class *VIII F*. Why the writer choose *VIII F*, because in this class, the student's are passive and less

cooperative enough. The total of student's in this class is 40 student's that consist of 20 boys and 20 girls.

The object of this research is the implementation of teaching speaking skill through numbered heads together to 8th grade student of *SMP NEGERI 2 GATAK* especially for class *VIII F*.

To obtain data needed in the research, the writer has to use instrument of collecting data, such as:

1. Observation

In this study, the writer is an observer who observes the teacher who teaches English using numbered heads together technique. The research focuses in making the students active and gives them motivation in order they can active their speaking skill in class activity and team-works. Here the teacher is an observer and the teacher is a facilitator during teaching, learning process and giving evaluation in every meeting.

2. Documentation

The writer gathers written information material or document as the evidence of the research such as planning documents, lesson plan, students' achievement, and students' team-works activity result.

3. Interview

It is done to get information about the students' response of the teaching English using numbered heads technique and problems faced by the students during teaching learning process.

C. FINDING AND DISCUSSION

1. Research Finding

a. The Process of Teaching Speaking Skill Using Numbered Heads Together.

Numbered Heads Together applied in teaching English speaking class. Started at 7.30-9.00am. In class VIII F where there are 40 students. The teacher used three phases in this teaching learning process. Namely pre-speaking, whilst-speaking, post-speaking and closing.

a. Pre-speaking

It is an opening activity, like usual the teacher came to the class and began the lesson. Firstly she started the lesson by greeting, "*good morning students? How are you today?*". Then the students answered her greeting by saying, "*good morning Miss, I am fine thank you, and how about you?*" teacher "*I am fine too, thank you.*" The teacher always did these activities before her starting the meeting, its aims to manage the class and to control the students to be ready for joins the lesson and made

them more comfortable. After that, she reviewed of the topic which is going to discuss by the students. She wrote it on the white board while asking the students, “do you still remember about direct and indirect speech class?” then the students said, “just a little remember Miss?”. In this case, the teaching was presented in bilingual system because the teacher wished that the students will be easier to understood what teacher said.

Direct	Indirect
V1 □	V2
V2 □	had V3
Is □	was
Am □	was

The teacher reminded the students about the last topic that they learned. She kept explaining it again with a simple example, so the students can be remembered it easily. Then she gave some questions to the students related to the topic, to make the students active and interested to join the class. The teacher tried to make such kind of cross questions before delivering the real material.

b. Whilst-speaking

In this activity, after the teacher gave the students short explanation, then the teacher divided the students into eight groups consisting of five members in each group. After grouping the teacher told the students about the role playing of this grouping activity. She spoke in bilingual system to make sure that her students understood enough about the role playing. After that, she gave the students the copies material of the topic that was going to discuss with their group. They must discuss the material given by the teacher with their group and answer the question for 15 minutes. While the students discussed their work, the teacher kept watching them and tried to respond all of the student’s reaction in teaching learning process. She taught friendly and patiently, she also always answered the students question related to the material and help them when they found difficulties in understanding the question.

After they did their work, they must submit their work to the teacher. The students should have the copy of their work that will be used to answer the question and every members of group should be prepared because they did not know who will be called by the teacher to answer the question. Then the teacher asked the leader of each group to come in front of the class and did whistling to know who will be

became a winner and got an opportunity to point which group will be answered the first question. After determine which group, who will be answered the first question, the teacher will be called one of the members group to answer the questions orally. If he/she answered correctly, he/she will be got the point for his/her group and can choose which group will be answering the next question. During the process of Numbered Heads Together method, the all of group member gave the quite attention each other to know what they want to choose next.

Based on the observation, the writer found some differences between the theories and the implementation of the method applied by the teacher in the speaking classroom activity. Based on the observation the writer found that in the speaking classroom activity the students who can answered the question, he/she can choose or gave chance to the others to answer the next question from hir/her. This founding has differences with the theory from Kagan in point four and five.

c. Post-speaking

In these activities, teacher gave the analysis of the students work in front of the class. She gave the correct answer to the students and she asked the students to correct their group work, and she drawn a conclusion of the topic. Then she told the students whose group that became a winner.

d. Closing

Before she ends the meeting, the teacher did not forget to suggest the students kept practicing English speaking skill at home, to read a lot of books to improve their vocabulary and their knowledge and gave them homework. After that, she asked the students feeling, *"kalian suka tidak dik dengan model pembelajaran seperti ini?"*, students answered, *"iya suka Miss."*, then she close the meeting by saying *"OK. Students thank for your participation, see you tomorrow and don't forget to do your homework."*

Actually the process of teaching speaking using Numbered Heads Together method is one of an exact method because it can made the students more active. However, not all the English teacher in this school used the method.

b. The Problem Faced by the Students

In learning English, students usually have some problems. It could be cause by external factor and internal factor. Based on the writer observation and interview with the students, the writer can drawn conclusion that the problem faced by the students are as

follows:

a. External Factor

It could be an economic background, cultural aspect (they assume that school is not important), learning material and teacher's performance, include their teaching method.

b. Internal Factor

Those problems are faced by the students are difficult to pronounce words (because they often speak their Javanese language and less practice speaking), motivation (they easily bored and lazy to learn), they had difficult in understanding the material that given by the teacher, interest (they have less confidence and often be shy and just keep silent while the teaching learning process), and the last is intelligent. Based on the fact above, it make the students English ability is low enough. Because of it the teacher should be able to solve these problems.

c. The Strength and Weakness of the Numbered Heads Together Method

In the teaching learning process the teacher as facilitator, manager and also motivator for the students in the classroom activity. So, she has many roles to manage her class. Actually there are strength and weakness of Numbered Heads Together in teaching speaking skill for 8th grade students of *SMP Negeri 2 Gatak*, are described as follows:

1.) The Strength of Numbered Heads Together Method

- a.) Numbered Heads Together can increase students sense of responsibility in express their ideas or students spirit,
- b.) Numbered Heads Together can developed the students ability in express their ideas,
- c.) Numbered Heads Together can increase students motivation, and
- d.) Numbered Heads Together can make students more active.

2.) The Weakness of Numbered Heads Together Method

- a.) Not all members of the group are called by the teacher,
- b.) Student's assessment is given based on their group work,
- c.) It a needs a lot of time, and
- d.) Sometimes class is not controled.

2. Discussion

Based on the research finding above, the writer discusses the research finding about the process of teaching speaking skill using Numbered Heads Together to 8th grade students of *SMP Negeri 2 Gatak*. From the data analysis, the writer would like to discuss three points,

namely, the process of teaching speaking skill using Numbered Heads Together, the problems faced by the students and the strength and weakness of the Numbered Heads Together method are described as follows:

According to Kagan, Numbered heads together is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in group and each person is given a number. The teacher poses a question and students “put their heads together” to figure out the answer. The teacher calls a specific number to respond as spoken person for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, so all member of the group must be prepared.

Based on the writer observation, the teacher tried to apply Numbered Heads Together method in teaching speaking class to make students more active, creative, and cooperative and be motivated. So in this case the teacher had a big role in the class to make the student to be able to practice speaking skill in the daily life not only in the classroom activity.

In this research paper, the writer also enclosed two differences previous researchs. Two previous research findings become the orientation of this research. The first research was done by *Siti Mariah (2003)* entitled “*Teaching English Vocabulary Using Coopertive Learning Method With Jigsaw To The First Year Students Of SMP Muhammadiyah 4 Petarukan Pemalang*”. The second research was done by *Dyah Wulandari (2005)* entitled “*Improving Students' Speaking Skill By Using Jigsaw (A Classroom Action Research At The 8th Year Of SMP Negeri 2 Pracimantoro)*”.

By explaining the research finding, the writer can explain the differences between the first previous researches by *Siti Mariah (2003)*. According to *Siti Mariah* in her research, she used pre-experiment research and the total of the subject in her research are 38 students’ than in the current research the total of the subject are 40 students’. In the *Mariah’s* research the researcher as the teacher and the facilitator than in the current research the writer as the observer. In the previous research the student achievement improves can be seen from the t-test. There is significant difference of student achievement before and after the implementation than in the current research, the writer found that the teacher applying Numbered Heads Together method in teaching speaking skill to give motivation and to make the student more interest to learn English speaking skill.

The second previous research is by *Dyah Wulandari (2005)*. According to *Wulandari* applying Jigsaw as a method to teaching speaking skill can improve the students speaking

ability, than in the current research the teacher use Numbered Heads Together as the method to make students more active and enjoyed in joining English speaking classroom activity. In the previous research, the researcher used pre-test and post-test to be seen the students achievements before and after the action, than in the current research the teacher did not use any tests, because the important point of the English speaking classroom activity is not in the students achievement but in the students participation to express their own ideas, feelings and needs.

From the description above, the writer can conclude that are any other cooperative learning method to teaching speaking skill beside Jigsaw, and its called Numbered Heads Together method. The results of this research prove that Numbered Heads Together method is really true that it is cooperative learning strategy which is easy to use and help the students, because they must work together and help or share their opinion or idea to each other to assist everyone to know and understand the material. Besides that, this is an interesting method that can make students enjoy and will be participated in the English speaking classroom activity.

Finally, although the students have the difficulties in their English skill, the teacher always supported them, so they could learn English easily, happily and enthusiastically to join the teaching learning process. So, to get success in teaching English, the teacher should improve the student's grammar, structure and vocabulary. It will make them ready in learning English. Therefore, the students become active and fell unafraid in learning English.

D. CONCLUSION

After describing and analyzing the data based on the observation and interview about the process of Numbered Heads Together method in teaching English for 8th grade students of *SMP Negeri 2 Gatak*, the writer draws the conclusion as follows:

1. The process of Numbered Heads Together method to teach speaking skill for 8th grade students of *SMP Negeri 2 Gatak* is successful to make students more active. It can be seen from the pre-speaking where the students were active in joining the teaching learning process until the end of the meeting.
2. The problem faced by the students it could cause by external factor and internal factor. External factor it could be an economic background, cultural aspect, learning material and teacher,s performance, including their teaching method. Then the internal factor it could be they are difficult to pronounce words, motivation, they had difficult in understanding the material that given by the teacher, interest and intellegent. The problem faced by the students can be solving well, and by given such questions related to the material, they

could have a good understanding about the material.

3. The strength of Numbered Heads Together method are, can increase students sense of responsibility in express their ideas or students spirit, can develop the students ability to express their ideas, can increase students motivation, and made students more active. And the weakness of Numbered Heads Together method are, not all members of the group will be called by the teacher, students assessment is given based on their group work, need a lot of time, and sometimes classroom activity is not control.

E. SUGGESTION

After having concluded the result of the research, the writer would like to propose some suggestion that hopefully will be useful for students, other English teacher and the other researcher.

1. For Students

Mastering the art of talk is very important recently. The students should motivated themselves to read a lot of books more often and do more practice, the students should have willing to show their own idea, the student should be brave to take a risk, the student should believe with their own ability, the student should have self-confidence to share or show their idea.

2. For Teacher

The process of Numbered Heads Together method in teaching English should be conducted by the teacher in creative, various and interesting practice. So the students will feel enjoy in join the teaching learning process. The teacher should give a motivation or stimulus to the students to be active in the class, the teacher had to understand well the characteristic of each student in the class, and the teacher had to control all of the students in the class.

3. For other Researcher

This research paper was not perfect yet. There are many weaknesses dealing with the theories technique and method because of the limits of the skill of the writer. The writer also understood that this research paper only gave a little contribution for the English learning, especially in study about teaching speaking skill using Numbered Heads Together method. However, the writer hopes the result of the study can be used as an additional references or further research with different discussion.

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